

SUMMARY

IDEOLOGY

In the field of school education and the management of educational systems, the question of “what to” and “how to” implement is of paramount importance. The first element implies the justification for the legitimacy of an action – in other words, the ideology – while the second element is the systematized technique of exercising power which is being considered the policy. In this issue, the six studies will look at psychology, child images, Roma policy, and the religious and economic ideologies of education from this perspective.

In his introductory essay, Géza Sáska reviews the interpretation of ideologies and identifies two sets of ideologies – a program-based ideology which supports proclaimed changes, and a status-based ideology which serves to maintain the status quo. He describes the salient feature of the program ideology, i.e. the opposition type. By using the proposed terminology and methodology, he analyzes and compares the various ideologies expressed in the three key political-level educational policy documents, published in 2009, a year before Hungary’s parliamentary elections.

Csaba Pléh, in his work entitled *Psychology as the Theoretical and Referential Framework of Education*, departs from the competing images of mankind as a starting point of reference in 20th Century psychology. In this essay, one of the recurring themes is the relationship between human malleability and the plasticity of psychological thought. The flexible conceptual reference framework for development appears in more optimistic societies, such as via American behaviorism and the Pavlov cult of Soviet psychology, which are believed to have developed themselves within the time span of one generation. The other side consists of nativist perceptions, things which have been strongly revived since the 1970s. One of their variations, which highlights the genetic origins of individual differences, ties up with rule-based conservative perceptions; the other variation, which promotes universal innatism, as coined by Chomsky, stresses the unified potential for the development of humankind.

Béla Pukánszky shows the history of abstract theoretical formations on childhood in his study *Child Ideologies and the Theoretical History of Pedagogy*. He explores the evolution of three important ideologies concerning the child, from the medieval ages to the twentieth century: a child is prone to sin, and Original sin is connected with the idea of restrictive education; while its opposite is that a child is born good and, eventually, such a child, as the bearer of a better future, will be the savior of adults.

In her essay *Religiosity and Pedagogical Ideologies*, Gabriella Puszta presents the new educational ideology of the reviving denominational sector following the change of regime in 1990. Based on school documents of denominational schools and school educational programs, she examines the principle-based proclamations of the new ideology – which she confronts with the views of the religious community.

Katalin R. Forray, in her essay entitled *The Future Notion in Roma Policy*, describes the relevant programs set out by Hungary's European Union Presidency; and she also reviews earlier EU statements on Roma. She compares the stated objectives of these programs with the situation of the Roma living in Hungary, Romania and Bulgaria. She asserts that in the case of the Hungarian Roma, the successful methods used by the United States to advance the situation of Afro-Americans are not applicable. She proposes to encourage building on cultural distinctiveness and engagement in public policy actions.

Finally, István Polónyi writes about the ideological background of economic theories in education policy in his essay entitled *The Economic Ideologies of Education and Education Policy*. He believes that issues of education efficiency and quality assurances are connected with globalization – and are a consequence of the predominance of economics. The author argues that economic ideologies barely make an impact on education in schools, though education policy tends to adopt and redefine the language and goals of economic and fiscal policies.

Text by Géza Sáska